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ABSTRACT

The last of eight related documents, this monograph describes the process for selecting students for the Reading Instruction and Pupil Personnel Services (RIPPS) program. The Title I guidelines for educationally deprived children are outlined, and the selection score criteria for kindergarten, grade one, grades two through four, and grades five through ten are then detailed. The appendix includes summaries of the tests used in the screening process, a teacher referral form for possible RIPPS students, and "selection scale score criteria worksheets." (HTH)

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RIPPS STUDENT SELECTION PROCESS

MONOGRAPH 8

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RIPPS
READING INSTRUCTION & PUPIL PERSONNEL SERVICES

OFFICE OF GRANT PROGRAMS
PORTSMOUTH SCHOOL DEPARTMENT
PORTSMOUTH, RHODE ISLAND 02871

Graphics and Layout by Richard Carbotti

Prepared by the RIPPS Demonstration Project

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Introduction

Monograph #8 describes the revised student selection process. (Replaces monograph #2 in original monograph series) This process is the first phase in the RIPPS reading instruction program. Several factors are incorporated into the selection process of RIPPS participants: an in-depth testing program, Title I guidelines, and teacher referrals. The Selection Process identifies the student most in need of RIPPS' special services. The process used in Portsmouth is an adaption of the Newport, Rhode Island process which was developed in cooperation with Robert Reid of Psychometrics Incorporated, Falmouth, Massachusetts.

July 1977

The Federal and State Guidelines

"Educationally Deprived Children" means . . .

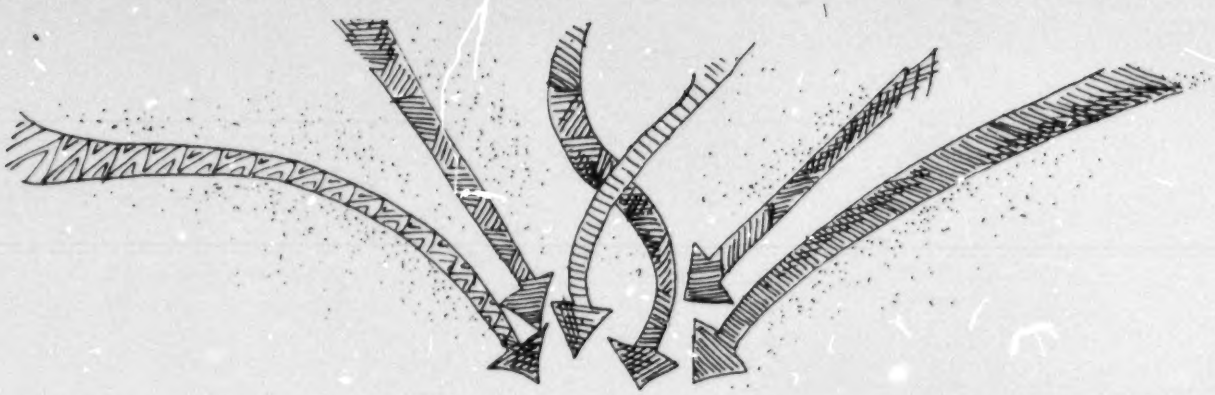
- those who need special assistance
- those whose performance is below national level
- those who are handicapped
- those who are in institutions for neglected children
- those who are in institutions for delinquent children

An Assessment of These Educational Needs Must Show . . .

- That they were determined by consulting with
  - teachers
  - parents
  - persons having continuing genuine interest in the children to be served
- That consideration was given to
  - preschool children
  - early elementary children
  - later elementary children
  - secondary students
  - dropouts
  - children in institutions for neglected or delinquent children
  - non-English speaking children
- That the needs will be taken care of in a systematic program
- That the needs will be considered in light of the results of evaluation of previous Title I programs

To Find Which Children Are Most in Need of Special Help, Guidelines Require . . .

- an objective, standardized test be used to determine those children most in need of special services
- diagnostic testing of present skills and abilities
- classroom teacher referrals, past performance records, and parental input that then can be used to establish an individual reading program for selected students



The Process

The Selection Scale Score Criteria system was devised as an objective means of determining which students would be involved in the RIPPS remedial program. The system takes into consideration standardized achievement testing, diagnostic testing and teacher assessment. Each component is assigned a value which was determined by the RIPPS staff after input from teachers, administrators and the project evaluator. Sample forms used to compile information are contained in the Appendix.

The Selection Score (SS) is actually the percentage value assigned to various criteria. The total point score possible is "100" or 100%. Selection priority is given to students who score from low to high on the total selection scale score, i.e. low score equals high priority. More information on specific tests can be found in the Monograph on Evaluation.

The number of students served in any building is determined by the amount of service personnel assigned. Reading personnel are reassigned whenever population shifts occur.

The only exception to the use of the Selection Scale would be for first time students involved in the program. Federal guidelines allow for a second year in the program regardless of normal selection procedures.

Selection: Kindergarten

As part of the 1976-77 Title I project an elaborate Early Identification Program has been devised (Monograph on Early Identification) which includes parent awareness sessions, health screening, and the administration of the CIP (Comprehensive Identification Process). Those most in need of service are selected as project participants. All selected students will have failed at least one section of the CIP and fall below level on the Yellow Brick Road.

SELECTION SCALE SCORE CRITERIA				Total Possible Points = 100
CIP (20%)		Yellow Brick Road (60%)		Teacher Referral (20%)
Pass Three Areas	SS 20	115-120	SS 60	Does not need RIPPS services SS 20
		110-114	SS 50	Could use RIPPS services for specific reading skill area SS 10
Pass Two Areas	SS 10	105-109	SS 40	
Pass Zero or One Area	SS 0	100-104	SS 30	Could use RIPPS services to reinforce many reading skill areas SS 5
		95- 99	SS 20	
		90- 94	SS 10	Definitely needs RIPPS services to remediate all reading skills areas SS 0
		85- 89	SS 5	
		80- 84	SS 0	

The CIP is administered during June prior to entering kindergarten. The Yellow Brick Road is given in early September and the teacher referral form is filled out after two weeks of school. Selection is completed by the end of September with the formal program beginning as soon as selection has been completed. A summary of the CIP and Yellow Brick Road are contained in the Appendix.

Selection: Grade One

The Metropolitan Readiness Test is administered in late spring of the kindergarten year in order to select students who will participate in the Title I program. Because of the nature of the kindergarten program more weight is given to teacher recommendations than at other grade levels.

Grade Level 1

SELECTION SCALE CRITERIA	Total Possible Points = 100
Metropolitan (Reading) 70	Teacher Recommendation 30

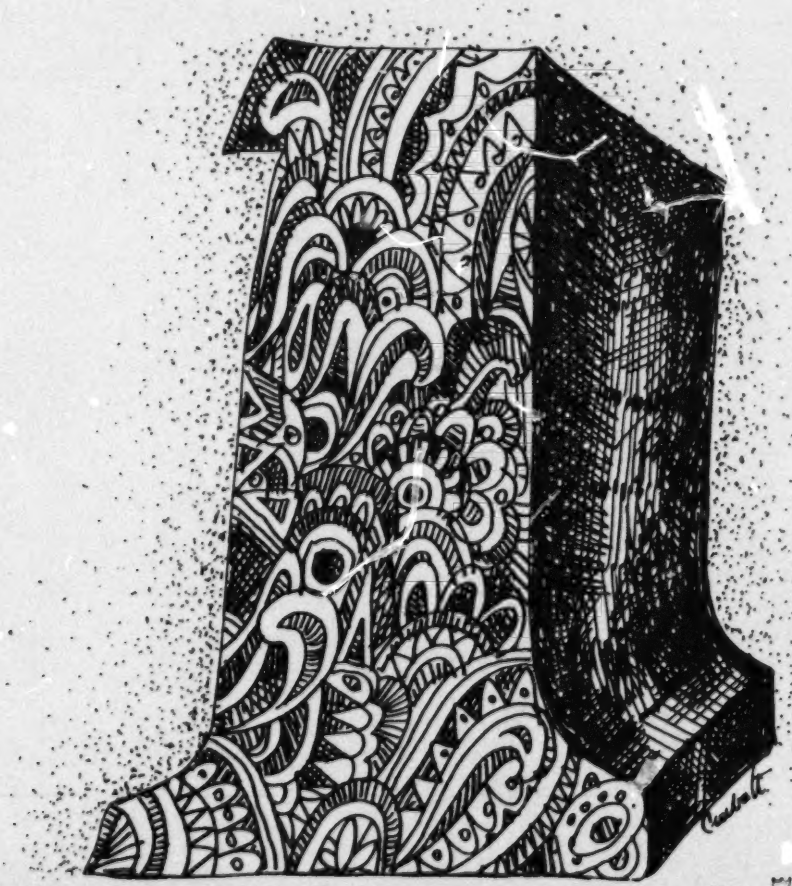
Actual Percentile Plus	
50-46	SS 20
45-41	SS 18
40-36	SS 16
35-31	SS 14
30-26	SS 12
25-21	SS 10
20-16	SS 8
15-11	SS 6
10-6	SS 4
05-01	SS 2
0	SS 0

Does not need RIPPS services SS 30

Could use RIPPS services for specific reading skill area SS 20

Could use RIPPS services to reinforce many reading skill areas SS 10

Definitely needs RIPPS services to remediate all reading skill areas SS 0

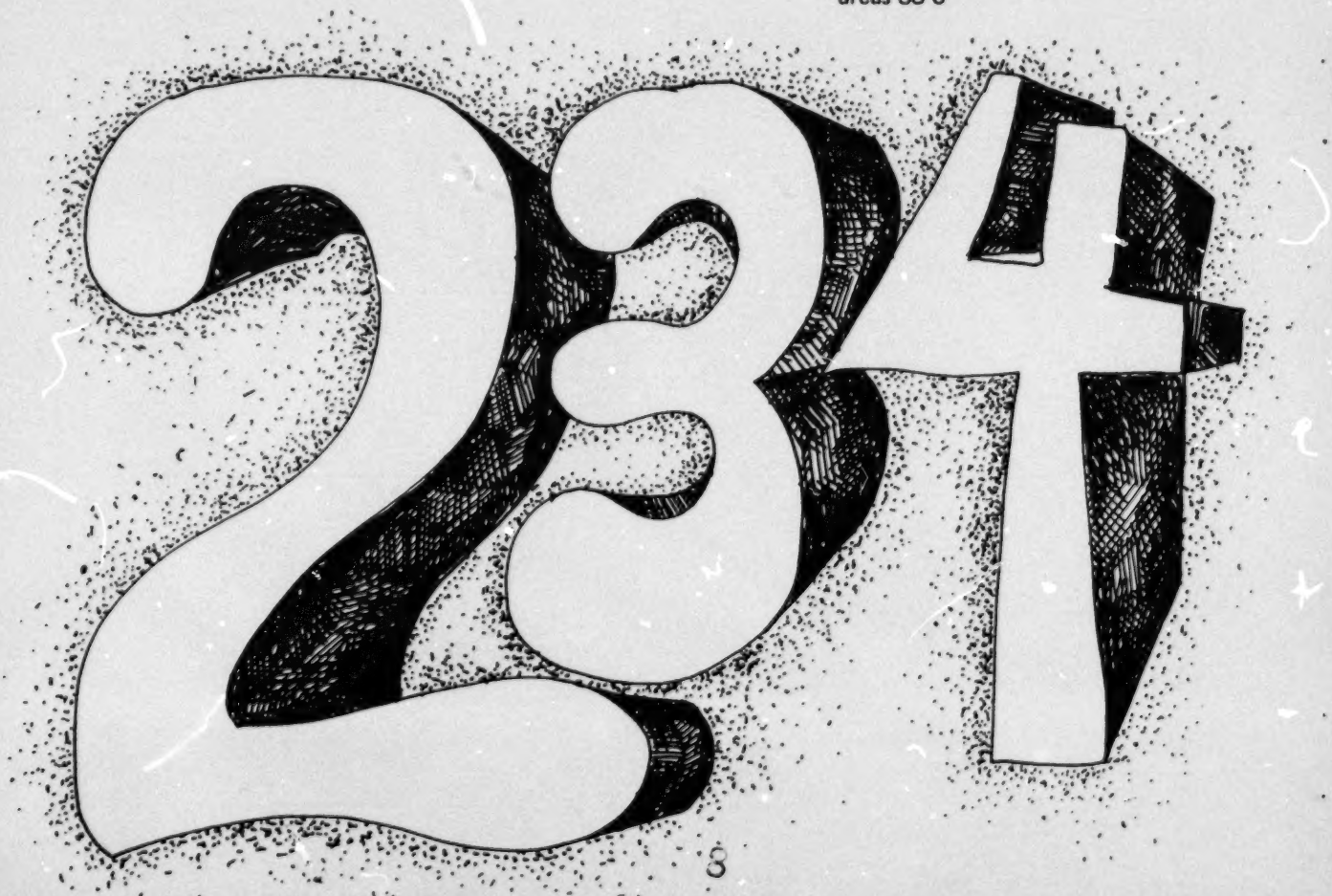


Selection: Grades Two through Four

At these grade levels more information and diagnostic testing is used in the selection criteria in order to make the best possible selection. Introduced at this level are language arts scores on the SRA, the SRA reading test and the use of the Silvaroli Reading Inventory for diagnostic information.

Grade Level 2-4

SELECTION SCALE SCORE CRITERIA				Total Possible Points = 100
SRA Lang. (10)		SRA Reading (50)	Silvaroli (20)	Teacher Recommendation (20)
50-46	SS 10	Use Percentile 0 to 50	ON LEVEL SS 20 UP to One level below current grade SS 15	Does not need RIPPS services SS 20
45-41	9			
40-36	8			
35-31	7		Up to Two levels below current grade SS 10	Could use RIPPS services for specific reading skill area SS 10
30-26	6			
25-21	5			
20-16	4			Could use RIPPS services to reinforce many reading skill areas SS 5
15-11	3		Three or more below SS 0	
10-06	2			
05-01	1			Definitely needs RIPPS services to remediate all reading skill areas SS 0
0	0			

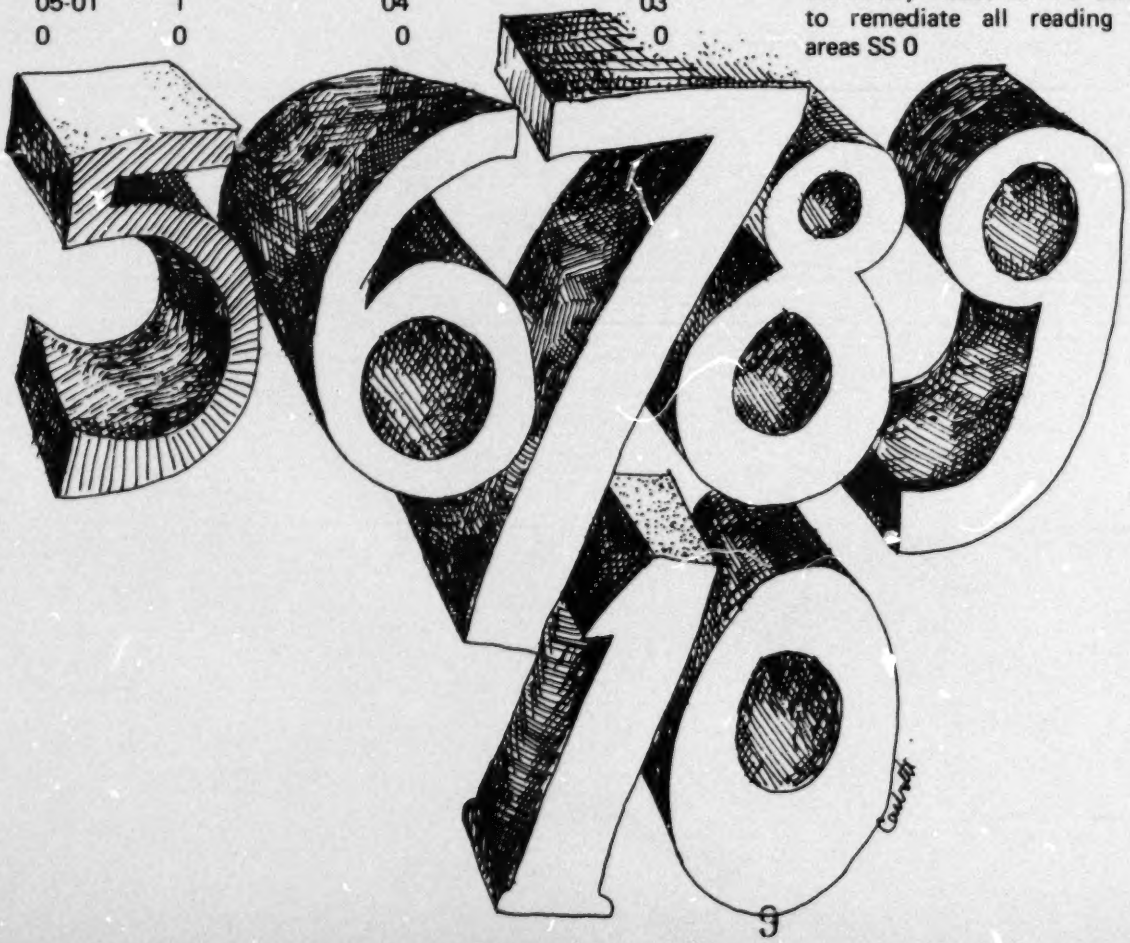


Selection: Grades Five through Ten

At the middle school and high school, the SRA testing program breaks down reading scores into comprehension and vocabulary. This allows the staff to place greater emphasis on comprehension than on vocabulary. At this level the language arts score also takes on more importance. As the program is severely limited by available staff, all participants are below the 20th percentile in reading. Fortunately, the learning disabilities program picks up some of these children in need and RIPPS can serve other students.

Grade Level **5-10**

SELECTION SCALE SCORE CRITERIA				Total Possible Points = 100
SRA VOC (10)		SRA COMP (40)	SRA LANG (30)	Teacher Recommendation (20)
50-46	SS 10	SS 40	SS 30	Does not need RIPPS services SS 20
45-41	9	36	27	
40-36	8	32	24	
35-31	7	28	21	Could use RIPPS services for specific reading skill area SS 10
30-26	6	24	18	
25-21	5	20	15	Could use RIPPS services to reinforce many reading skills areas SS 5
20-16	4	16	12	
15-11	3	12	09	
10-06	2	08	06	
05-01	1	04	03	Definitely needs RIPPS services to remediate all reading skill areas SS 0
0	0	0	0	



The Instruments

Entering Grade Level		Standardized Selection Instrument		Diagnostic Instrument Used
K	–	Comprehensive Information	–	Yellow Brick Road
1	–	Metropolitan Readiness	–	none
2	–	SRA Primary I	–	Silvaroli Classroom Reading Inventory
3	–	SRA Primary II	–	Silvaroli CRI
4		SRA Primary II	–	Silvaroli CRI
5	–	SRA Blue	–	
6	–	SRA Blue	–	
7	–	SRA Green	–	
8	–	SRA Green	–	
9	–	SRA Red	–	
10	–	Iowa Test of Educational Development – ITED	–	

Entering Grade Level		Title I Required Evaluation Instruments		
K	–	CTBS – California Test of Basic Skills	No Pretest	Posttest Form S Level A
1	–	CTBS	No Pretest	Posttest Form S Level B
2	–	CAT – California Achievement Test Level 1	Pretest Form A	Posttest Form B
3	–	Level 2	Pretest Form A	Posttest Form B
4	–	Level 2	Pretest Form A	Posttest Form B
5	–	Level 3	Pretest Form A	Posttest Form B
6	–	Level 3	Pretest Form A	Posttest Form B
7	–	Level 4	Pretest Form A	Posttest Form B
8	–	Level 4	Pretest Form A	Posttest Form B
9	–	Level 4	Pretest Form A	Posttest Form B
10	–	Level 5	Pretest Form A	Posttest Form B

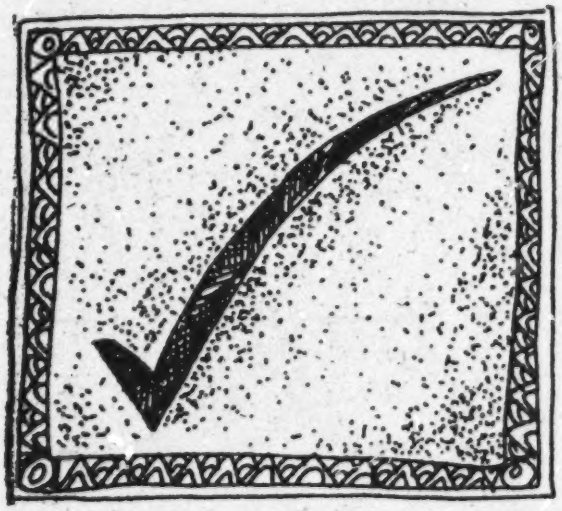
APPENDIX

I. Summary of Tests Used

   a. CIP (K)
   b. Yellow Brick Road (K)
   c. Metropolitan Level II (1)
   d. SRA Reading and Language Arts Achievement (2-10)

II. Teacher Referral Form

III. Selection Scale Score Criteria Worksheets



I. Summary of Tests Used

A. Comprehensive Identification Process: CIP

Publisher: Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

Author: R. Reid Zehrbach, Ph. D., University of Illinois

Level: ages 2½ to 5½ years

Working time: approximately 30 minutes

The Comprehensive Identification Process (CIP) is an integrated screening program for identifying children 2½ to 5½ years of age who may need special medical, psychological, or educational assistance before entering kindergarten or first grade. It offers an effective, efficient method for identifying children whose problems are often overlooked by traditional referral procedures. CIP is based on research that shows early detection and treatment of many small problems can prevent them from developing into major ones.

CIP provides for screening in the home or at a central location. The screening can be administered by trained paraprofessionals, such as interested volunteers from the community, who are supervised by one or two professionals in the pre-school area. Suggestions for dealing with various cultural and language backgrounds are included.

Eight areas tested

- Cognitive-Verbal
- Fine Motor
- Gross Motor
- Speech and Expressive Language
- Hearing
- Vision
- Social/Affective
- Medical History

Materials Costs as of July, 1977

Screening Kit – includes contents listed next to the picture above ..... $54.50 kit

Additional Materials

Screening Administrator's Manual (Form 758)	$4.00 each
Interviewer's Manual (Form 757)	3.00 each
Screening Booklet (Form 755)	4.00 each
Symbol Booklet (Form 756)	6.00 each
Parent Interview Forms (Form 751)	5.25/pkg. of 35
Observation of Behavior Forms (Form 752)	3.50/pkg. of 35
Speech & Expressive Language Record Forms (Form 753)	5.25/pkg. of 35
Record Folders (Form 754)	8.75/pkg. of 35

B. The Yellow Brick Road

Publisher: Learning Concepts
2501 N. Lamar
Austin, Texas 78705

Author: Christine Kallstrom, Ph.D.

Level: Ages 3 to 6

Working Time: Approximately 30 Minutes

The Yellow Brick Road is a screening instrument to identify functioning strengths and weaknesses in pre-school children. The test evaluates motor, visual, auditory, language functioning and identifies children for immediate referral or therapy. The program uses 24 game-like tests following the Wizard of Oz theme and is designed for group use while allowing individual testing of each child. Included are four batteries of six tests each administered simultaneously requiring four to eight examiners. Assistance of aides, volunteers, or parents is recommended for large groups. Easy administration and immediate scoring are two major advantages. Research data shows high correlation with Metropolitan scores.

Materials: Examiner's Kit — Costs as of July, 1977 – $29.95

Manual: Administration and scoring procedures. Paperbound. (5½ x 8½) *Battery Booklets:* Instructions for administering and scoring the motor, visual, auditory, and language batteries. Paperbound separately. (5½ x 8½) *Testing Materials:* Xylophone, harmonica, butterfly, balloon, hammer and nail, saw, pencil and paper, stamp and envelope, wrapped piece of candy.

Admission Tickets: For scoring and indicating referrals. Paper. (5½ x 11)

Extra Admission Tickets $2.50 pkg/25

C. Metropolitan Readiness Tests

Publisher: The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017

Authors: Joanne R. Nurss, Mary E. McGauvran c 1976

Levels: Grades K-1

Administration Time: 80 to 90 Minutes

The 1976 Edition of these group tests comprises two levels, I and II, with the higher (Level II) being a replacement for the earlier 1964 Edition, Forms A and B. Other innovations are: (1) the inclusion of a Practice Booklet as an integral part of both levels of the test, (2) provision for machine scoring of a response mark made on the drawing itself, and (3) norms for large-city school systems. Tests of auditory skills have been added. A test of copying skill is included as an optional measure.

The Portsmouth School Department tests all kindergarten students each May with Level II of the test. The results are used in the Selection of remedial reading students.

Level II is for use at the end of kindergarten or in the early weeks of grade 1. Content: Six pre-reading subtests – (1) Beginning Consonants, (2) Sound-letter Correspondence, (3) Visual Matching, (4) Finding Patterns, (5) School Language, (6) Listening, and two optional quantitative subtests, (7) Quantitative Concepts, (8) Quantitative Operations: Auditory Area (Test 1-2), Visual Area (Tests 3-4), Language Area (Tests 5-6), Quantitative Area (Tests 7-8), Pre-Reading Skills Composite (Tests 1-6), Battery Composite (Tests 1-8).

Materials	Cost as of July 1977
Level II – Hand Scorable Test Booklet P.Q.	$11.75 pkg/35
Specimen Set (both levels)	3.95 each
Machine – Scorable Test Booklet P.Q.	26.00 pkg/35
Parent-Teacher Conference Report	6.95 pkg/35
Extra Copies of Packaged Items	
Practice Booklet (both levels)	.25 each
Teacher's Manual Part I (specify level and form)	.95 each
Teacher's Manual Part II (specify level)	.95 each
Scoring Key (specify level and form)	.75 each
Class Record/Class Analysis Chart (specify level)	.50 each
Accessories	
Early School Inventory (both levels)	6.95 pkg/35

D. SRA Assessment Survey

Publisher: Science Research Associates Inc.
259 East Eries Street
Chicago, Illinois 60611

A full range achievement testing battery from grades one through 12. The RIPPS program utilizes the information in the reading, language arts and short test of educational ability. As the materials, scoring services, etc., are varied and complex no materials or cost data has been included. A summary in chart form of the tests used at each level is included below. The nationally standardized test covers major concepts presented in most of today's basal programs.

Test Levels Used In The Selection Process

Grade		SRA Assessment Survey:
1	Primary 1	
2	Primary 2	Primary Editions
3	Primary 2	
4	Blue	
5	Blue	
6	Green	
7	Green	Multilevel Editions
8	Red	
9	ITED	Iowa Test of
10-12	ITED	Educational Development

TEACHER REFERRAL FORM
READING INSTRUCTION AND PUPIL PERSONNEL SERVICES
RIPPS

Date: _____

Name of Student: _____ Grade: _____

Name of Teacher Making Referral: _____

Please check appropriate statement which best describes the student being referred. As we must use a selection score procedure for determining which students will participate, your referral plus standardized and diagnostic testing will be weighed in the determination. The staff will follow up on your referral shortly.

_____ Student could use RIPPS services for specific reading skill area.

_____ Student could use RIPPS services to reinforce many reading skill areas.

_____ Student definitely needs RIPPS services to remediate all reading skill areas.

SELECTION SCALE SCORE CRITERIA WORKSHEET Kindergarten Page _____ of _____

School _____

NAME	CIP		YELLOW BRICK ROAD		TEACHER RECOMMENDATION	TOTAL
	No. Areas Passed	SS	RS	SS	SS	Total SS

SELECTION SCALE SCORE CRITERIA WORKSHEET

Grade One

Page _____ of _____

School

NAME	METROPOLITAN		TEACHER REC.	KINDERGARTEN RATING SCALE (no points)						TOTAL
	Percentile	SS	SS	Behavior	Mtry.	Acad.	Read.	Resp.	Peer	SS

19

18

SELECTION SCALE SCORE CRITERIA WORKSHEET Grades 2 - 4 Page ____ ____ of _____

School _____ Grade _____

NAME	SRA READING		SRA LANGUAGE		CRI		TEACHER RECOMMENDATION	TOTAL
	Percentile	SS	Percentile	SS	Level	SS	SS	SS

SELECTION SCALE SCORE CRITERIA WORKSHEET Grades 5 - 10 Page _____ of _____

School _____

NAME	GRADE	SRA COMPOSITION		SRA VOCATION		SRA LANGUAGE		TEACHER REC.	TOTAL
		Percentile	SS	Percentile	SS	Percentile	SS	SS	SS